

## Greenslopes State School – 2024 Annual Improvement Plan

### School Vision

**Empowering students to develop as critical and creative thinkers and as compassionate, resilient and adaptive global citizens.**

Community	Integrity	Embracing Diversity	Resilience	Mutual Respect	Opportunity
<ul style="list-style-type: none"> <li>- Look after younger students</li> <li>- Cooperate with school procedures</li> <li>- Play safely with others</li> </ul>	<ul style="list-style-type: none"> <li>- Be honest</li> <li>- Think for yourself</li> <li>- Take responsibility for your actions</li> </ul>	<ul style="list-style-type: none"> <li>- Treat others as you'd like to be treated</li> <li>- Use polite language with others</li> </ul>	<ul style="list-style-type: none"> <li>- Be flexible and co-operative</li> <li>- "Work out" or "Talk out" problems</li> <li>- Learn to forgive</li> </ul>	<ul style="list-style-type: none"> <li>- Share attention, space, equipment and time</li> <li>- Care for your school environment</li> <li>- Follow teachers' instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Be on time and organised for lessons</li> <li>- Help others to succeed</li> <li>- Give your best always.</li> </ul>

### Our Focus – Equity and Excellence

Culture and inclusion	Wellbeing and engagement	Educational achievement
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### 2022 – 2025 Greenslopes State School Strategic Plan

Productive Partnerships	Building and Leveraging capability	Successful Learners
Greenslopes State School acknowledges that strong local decision making is achieved in partnership with the local community and strengthens and fosters accountability and transparency.	Greenslopes State School recognises that underpinning successful learners are teachers who: <ul style="list-style-type: none"> <li>▪ Understand the requirements of the Australian Curriculum</li> <li>▪ Develop skills to effectively embed high yield pedagogical practices into everyday practice</li> <li>▪ Have a shared commitment to improved student performance and are highly reflective of their practice</li> </ul>	Greenslopes State School understands that successful learning takes place in a supportive and engaging school context.

### 2024 – Annual Improvement Plan Strategies

Priority – Productive Partnerships	Priority – Building and Leveraging Community	Priority – Successful Learners
By the end of 2024, Greenslopes State School will improve our understanding and delivery of First Nations culture and perspectives leading to increased engagement and attendance in school, and an increase in attendance to 92% of First Nations students.	By the end of 2024, Greenslopes State School will have reviewed and refined all English units of work with Version 9 of the Australian Curriculum, with: <ul style="list-style-type: none"> <li>▪ an increased focus on high yield and differentiated pedagogical practices,</li> <li>▪ aligned and consolidated approach to reading with a focus on phonic; grapheme-phoneme correspondence; and phonemic awareness,</li> </ul> ensuring a minimum of 65% of all students are achieving an A or B in English.	By the end of 2024, Greenslopes State School will have deepened teacher's knowledge and understanding of the Australian Curriculum (AC), Reading 2 Learn (R2L), Text Dependent questioning (TDQ), by building capacity to plan, teach, assess and differentiated units of work, ensuring that a minimum 65% of all students are achieving an A or B in English.

**2024 – Improvement Action Plan**

<b>Improvement Priority</b>	<b>Links to National School Improvement Tool</b>	<b>Actions</b>	<b>Person/s responsible</b>	<b>Targets</b>	<b>Timelines</b>
Productive Partnerships	School-community partnerships	Refine and review instruments used to assess, both formative and diagnostic data for all indigenous students regardless of academic achievement.	- Deputy Principal	<ul style="list-style-type: none"> <li>- Increase to 65% of First Nations students achieving an A or B in English</li> <li>- Increase A - C achievement in English to 95%</li> <li>- Increased attendance for First Nations students from 88.1% to 92%</li> <li>- Reduce the number of students attending less than 85%</li> <li>- 0 First Nations students achieving an N in Reporting for English and Mathematics.</li> </ul>	End of 2024
		Liaise with Metropolitan Region Engagement Team to work with families to improve attendance and engagement for First Nations students.			
		Engage with Metropolitan Region First Nations team to facilitate deeper cultural understanding of indigenous perspectives across the school community.			
Building and Leveraging Capability	Effective pedagogical practice	All new staff have completed refresher training in TDQs	- Principal	- 100% of current teaching staff have completed a refresher of TDQ training	End of Term One
		Regular updates in staff bulletin to share teacher expertise and highlight examples of successful practice.	- Deputy Principal - Head of Department - Curriculum	- A minimum of one per staff bulletin	Throughout 2024
		Monitor and model the implementation of school wide expectations of pedagogical framework implementation through Learning Walks	- All staff	- Four Learning Walks held per year across all classes and specialist teachers	Throughout 2024
		Develop teacher capability and understanding of the implications of a model of reading approach underpinned by the Science of Reading and Scarborough's rope.	- Principal - Deputy Principal - Head of Department – Curriculum	- As per 2024 whole school professional development plan	Throughout 2024
		Develop teacher capability with Q Learn to facilitate using this platform to engage students digitally.	- Principal - Deputy Principal - Head of Department – Curriculum	- All classroom teachers have at least one Q Learn module for students to access by the end of 2024.	End 2024

**2024 – Improvement Action Plan**

Improvement Priority	Links to National School Improvement Tool	Actions	Person/s responsible	Targets	Timelines
		Continue to develop consistent practices for Guided Reading across key junctures	<ul style="list-style-type: none"> <li>- Deputy Principal</li> <li>- Head of Department – Curriculum</li> <li>- All teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded use of both non-fiction and fiction texts, decodable and authentic texts</li> <li>- 30 minutes of Guided Reading timetabled into Prep and Year One on a minimum of 4 sessions per week</li> <li>- Minimum four staff allocated to each Prep and Year One classes for Guided Reading</li> </ul>	Commencing Week One Term One 2024
		Build the capability of teaching staff to embed tiered vocabulary into instructional practice both within Reading to Learn, Text Dependent Questioning and Guided Reading across P – 6.	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Deputy Principal</li> <li>- Head of Department - Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- All teaching staff build and extend their knowledge of tiered vocabulary.</li> <li>- All teaching staff embed elements of tiered vocabulary in R2L, TDQ and Guided reading and planning for English.</li> <li>- 95% of students achieving a C in English</li> <li>- 65% of students achieving an A or B in English</li> </ul>	Throughout 2024
	An expert teaching team	Professional development budget to accommodate training in: <ul style="list-style-type: none"> <li>- Teaching of reading</li> <li>- Australian Curriculum Moderation workshops</li> <li>- Reading 2 Learn</li> <li>- Teacher upskilling in Phonics and Phonemic Awareness instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Deputy Principal</li> <li>- Head of Department – Curriculum</li> <li>- Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of staff undertake training aligned to the Annual Performance Process</li> </ul>	Throughout 2024
		Develop teacher knowledge/skills in data literacy to shape teaching practice based on NAPLAN and A-E cohort data through the Improving Student Performance (ISP) process	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Deputy Principal</li> <li>- Head of Department – Curriculum</li> <li>- All teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of class teachers part of ISP process</li> </ul>	Throughout 2024
		Support teacher professional development and engagement with school priorities through the continuation and review of the school’s Collegial Engagement Framework.	<ul style="list-style-type: none"> <li>- All staff</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of teaching staff receive instructional feedback on their implementation of the pedagogical framework</li> </ul>	Throughout 2024
		Provide training to all members of the Instructional Leadership team and up to 6 members of staff to become accredited instructional coaches through GROWTH Coaching international.	<ul style="list-style-type: none"> <li>- Principal</li> </ul>	<ul style="list-style-type: none"> <li>- All Instructional leaders and 6 nominated staff complete instructional coaching.</li> </ul>	End of 2024.

**2024 – Improvement Action Plan**

<b>Improvement Priority</b>	<b>Links to National School Improvement Tool</b>	<b>Actions</b>	<b>Person/s responsible</b>	<b>Targets</b>	<b>Timelines</b>
		Review and promote the instructional coaching process for use across the school to assist teachers in developing their capability.	- All staff	- 100% of teaching staff undertake some form of instructional coaching in 2024	Throughout 2024
	Systematic curriculum delivery	Teachers will, in Year level teams, plan, develop and implement units of English aligned to Version 9 of the Australian Curriculum	- Deputy Principal - Head of Department – Curriculum - All teaching staff	- All units of English are aligned to Version 9, Text dependent questioning and Reading to Learn.	End of 2024
		Development, modification and alignment of assessment tasks and Marking Guides (MG) against the Australian Curriculum (AC) using the 4Cs model	- Deputy Principal - Head of Department – Curriculum - All teaching staff	- One English unit per year level with a modified MG per semester  - One Maths Unit in Years 4, 5 and 6 with a modified assessment task and modified marking guide	End of Term Four 2024
		Develop and embed the moderation and planning cycle through the use of the year level Professional Learning Teams (PLTS) and twilight staff meetings	- All teaching staff	- 95% of students achieving a C in English - 65% of students achieving an A or B in English	One PLT session each fortnight for each Year Level
		Text Dependent Questioning year level overviews aligned with Version 9 of the Australian Curriculum	- Principal	- 95% of students achieving a C in English - 65% of students achieving an A or B in English	End of Term One 2024.
Successful Learners	Differentiated teaching and learning	Teachers use the Text Complexity Rubric for selected English units to ensure texts are appropriate	- Deputy Principal - Head of Department – Curriculum - All teaching staff	- 100% of texts selected for the purposes of English assessment are quality assured against the Text Complexity Rubric	Throughout 2024
		Teachers plan for English assessments using Version 9 and a revised TDQ/R2L planning template and provide and record evidence of the adjustments being made to ensure students are experiencing growth in their learning.	- Deputy Principal - Head of Department – Curriculum - All teaching staff	- All English units are planned using template and available on Curriculum Framework on Q Learn. - Evidence of adjustments recorded on One School	Throughout 2024
		Develop teacher capacity to increase understanding of the use of portfolio moderation and alignment to the Australian Curriculum Achievement Standards	- Principal - Deputy Principal - Head of Dep	- End of semester portfolio moderation planned with another school	End of Semester One and Two 2024
		Use 6 marker students (2 @ level; 2 below level, 2 above level) each term for pre and post R2L benchmarking data to inform pedagogical approaches and strategies	- All staff	- 6 students identified each term	Throughout 2024

**2024 – Improvement Action Plan**

Improvement Priority	Links to National School Improvement Tool	Actions	Person/s responsible	Targets	Timelines
		Develop student assessment capability to facilitate goal setting in English based upon their class Bump it up wall.	<ul style="list-style-type: none"> <li>- All staff</li> </ul>	<ul style="list-style-type: none"> <li>- All students can articulate a learning goal in English or have a learning goal</li> <li>- 95% of students achieving a C in English</li> <li>- 65% of students achieving an A or B in English</li> </ul>	End of Semester Two 2024
	Analysis and discussion of data	Develop teacher knowledge/skills in data literacy to shape teaching practice based on NAPLAN and A-E cohort data through the Improving Student Performance (ISP) process	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Deputy Principal</li> <li>- Head of Department – Curriculum</li> <li>- All teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of class teachers part of ISP process</li> </ul>	Throughout 2024
		Use the moderation process and Professional Learning Teams (PLTs) to enable teachers to use formative and summative assessments to make adjustments to the teaching and learning to better cater for individual students or cohorts of students within each class.	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Deputy Principal</li> <li>- Head of Department – Curriculum</li> <li>- All teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of teachers engage in the moderation process through the PLTs</li> </ul>	Throughout 2024
		Refine the 2024 Data Plan with a renewed focus on screening for phonics and phonemic awareness markers	<ul style="list-style-type: none"> <li>- Head of Department – Curriculum</li> <li>- Inclusion</li> <li>- Early Years teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Students undertake a broader range of phonic and phonemic awareness screeners to determine the type and frequency of targeted instructional strategies</li> </ul>	Throughout 2024

2024 – Data Plan

Purpose	Data Set	Year level/s	Target/s and intended students	Term				Links to Strategic Plan	Person/s responsible
Formative	Early Start	P - 2	- Prep – Cluster 4 (end of 2024) - Year 1 – Cluster 6 (end of 2024) - Year 2 – Cluster 8 (end of 2024)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Successful learners	- Teaching staff
	Progressive Achievement Testing	1 - 6	- A and B – Stanine 7, 8 and 9 - C – Stanine 4/5/6 - D/E – Stanine 2/3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Successful learners	- Teaching staff - Inclusion - Leadership team
	Reading 2 Learn (R2L) Writing benchmark	P - 6	- 2 students below C - 2 students at C - 2 students above C - First Nations students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Successful learners	- Classroom teachers
	EAL/D band scales	P - 6	- EAL/D students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Successful learners	- EAL/D
	Dibel Screener	P - 6	- All students - Subtests determined by year level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Successful learners	- Teaching staff
Summative	AC English	P - 6	- 65% A-B - 95% A-C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Successful learners	- Teaching staff
	AC Mathematics	P - 6	- 75% A-B - 95% A-C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Successful learners	- Teaching staff
	AC Science	P - 6	- 60% A-B - 95% A-C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Successful learners	- Teaching staff
	AC HASS	P - 6	- 60% A-B - 95% A-C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Successful learners	- Teaching staff
Engagement	Attendance	P – 6	- 95% attendance (all students) - 92% attendance (First Nations)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Productive partnership	- Teaching staff - Administration Officer - Leadership Team
	Queensland Engagement and Wellbeing (QEW)	4 – 6		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Productive partnership	- Inclusion team - Teaching staff - Leadership team

**2024 – Investing for Schools (IAS)**

*Funding carried forward:* **\$14 368.54** | *Funding allocated:* **\$116 079** | *Total:* **\$130 447.54**

**Funding will be used to:**

- Increase the percentage of students achieving an A or B in English across the school (based on 2022 Semester 2 results) as articulated below:

Year Level	2023 Semester 2 - A and B in English		Semester 2 2024 target (%)
	A achievement (%)	B achievement (%)	
Prep	54.4	15.8	70%
Year 1	26.5	40.8	70%
Year 2	25.9	25.9	70%
Year 3	20	35.6	65%
Year 4	27.5	27.5	65%
Year 5	17.1	48.6	65%
Year 6	40.4	29.8	70%

**Our initiatives include**

- Provide release time for year level teams to work with the Deputy Principal/Head of Department – Curriculum to plan for Version 9 English units of work over Terms 1, 2 and 3.
- Provide release time for year level teams to work with the Deputy Principal/Head of Department – Curriculum to plan for Version 9 Mathematics units of work commencing in Term Four
- Embed the moderation cycle into fortnightly Professional Learning Time (PLTs) each term.
- Embed a model of instructional coaching as part of the school’s focus to improve the quality of effective pedagogical practices across the school
- Release teachers to form part of collegial triads during Week 5 Learning Team walks each term.

**Links to 2022 – 2025 Strategic Plan**

- Building and leveraging capability
- Building and leveraging capability
- Successful learners
- Building and leveraging capability
- Building and leveraging capability

**Actions to be undertaken**

- Funding 0.5FTE for a Head of Department – Curriculum position
- Funding for an additional teacher for 0.35 FTE
- Purchase of additional decodable texts to support Version 9 of Curriculum
- Purchase of additional TRS to support planning and implementation of Version 9 for English and Mathematics

**Cost (\$)**

- \$78 113.48
- \$35 799.28
- \$6 534.78
- \$10 000.00

*Signed:*

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Duncan McGregor  
LCC Chair

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Melissa Townsend  
P & C President

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Trevor Carr  
Principal

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Daniel Duke  
School Supervisor – Metropolitan South